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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# ARABIC

## GCE Advanced Level and GCE Advanced Subsidiary Level

Papers 8680/02 and 9680/02

Reading and Writing

### General comments

The standard of answers this session was, in general, higher than that of the previous session. The best answers were made in response to **Question 3** and **Question 4**. Candidates still require good grounding in the basics of Arabic grammar, particularly the dual case, adjectives, and verbal nouns. They also need to improve their knowledge of antonyms. Candidates should also be encouraged to use their own words and style of writing, and avoid copying out or borrowing phrases from the two texts.

The most common mistakes (including spelling errors) were as follows:

بلاد فقير – في هذان النصين – نجد أسباب – يجب على بنو البشر أن يدرك أن هناك علاقة وطيد – سيبدأ المسؤولين – يحاول الحكومات أن يصلو إلى صيغ تفاهم – فعلى السكان منطقتي ..  
وصواب ذلك كله : بلاد فقيرة – في هذين النصين – نجد أسباباً – يجب على بني البشر أن يدركوا أن هناك علاقة وطيدة – سيدأ المسؤولون – تحاول الحكومات أن تصل إلى صيغ تفاهم – فعلى سكان منطقتي ...

Candidates should engage in reading a wide variety of material, and practise summarising what they have read.

### Comments on specific questions

#### **Part 1**

#### **Question 1**

Many candidates' answers were incorrect, such as:

أ- حضاري – عالية . ب – معارف – مروعة ث – متميز ج – القوانين – متعادلة

Therefore, they lost some marks.

#### **Question 2**

Only a few candidates managed to obtain full marks for this question. The most common mistakes were as follows:

ب- يتناميان هذان التأثيران بسرعة . يتنامى هذان التأثيرين بسرعة.  
ت- تتداخل بأشكال مراكب.

#### **Question 3**

There were many correct answers to this question, including the following which contained the elements the Examiners were looking for:

ت- إذا ظل الإنسان على طرائق سلوكه بالنسبة للبيئة فلا ريب في مواجهته للمعسرات والمشقات لنقصان قدرته وعدم استطاعته التغلب على قوانين الطبيعة و سننها التي جعلها الله تعالى في الحياة.  
ث- إن العلاقة القوية التي يجب على البشر أن يفهموها موجودة بين النظام البيئي والنظام الحضري.

**Part Two****Question 4**

Many candidates managed to provide the kind of answers to this question that the Examiners were looking for. The following are examples of correct answers:

أ- إنها تعاني من الديون الخارجية.  
ت- ارتفاع عدد السكان ، وقطع الأشجار.

**Question 5**

Candidates who presented the most important ideas from the two texts, using a good quality of language and using their own words, also incorporating good ideas about how the residents of their area could protect their local environment, scored good marks. An example of a good answer to this question is the following:

يستطيع سكان منطقتي أن يرموا الأوساخ في مكانها المحدد، مثل سلات المهملات، ويمكن أن يقللوا من استخدام السيارات الخاصة. و يستطيعون أن يشجعوا على الالتزام بقوانين الحفاظ على البيئة في المدرسة والبيت. وفي سينغافورة نستعمل الورق مرة ثانية للكتابة، ونمنع هدر المياه.

Finally, the following is an example of an answer which did not score good marks because the candidate did not conform to the question rubric.

في رأي يستطيع السكان الحد من الديون الخارجية حتى يتأثر الإنسان بالانقراض والحيوانات. إن حكومات بلد الثالث يفضلون الفقراء ويوفرون أموالا للحفاظ على البيئة و للرعاية الصحية والخدمات الأساسية الأخرى في الدول الفقيرة.

**Papers 8680/03 and 9680/03**

**Essay**

**General comments**

The question paper gave a choice of six titles, with the overall mark being out of forty. Twenty-four marks were given for language and 16 for content. The standards achieved by the candidates varied considerably, although the overall performance of the candidates was average. The best essays were grammatically sound, stylistically elegant, well-structured and had coherent lines of argument. On the other hand, some essays were deficient in some or all of these respects. A significant number of essays appeared to rely on prepared answers and some memorised formulae that were related only in a very general way to the essay topics in the question paper.

Common grammatical errors occurred in the use of the *idaafa* construction, particularly in phrases also involving adjectives. As in previous examinations, many essays contained errors in verb conjugation, and some candidates did not show an adequate grasp of the principles of Arabic word order.

**Comments on specific questions****Section A****Question 1**

Almost no candidates answered this question, the only one requiring candidates to relate their answer specifically to their own country.

**Question 2**

Almost no candidates wrote on this topic.

**Question 3**

A few candidates opted for this question, on travel and tourism. The essays produced were in general fairly well written, with a range of interesting ideas.

**Question 4**

This question, on education, proved very popular. Many candidates were able to introduce material and vocabulary directly related both to Islamic practice and to their own country's educational systems. Where this was done in a focused way, the results were impressive, but many candidates failed to integrate their ideas on the second half of the question successfully with the more general first half. An over-reliance on memorised formulae was also evident in some candidates' answers.

**Question 5**

This question, on the environment, also proved very popular, though the quality of answers varied widely. The reliance on prepared material was particularly in evidence in essays on this topic. As a result, some essays, although competently written in themselves, were inadequately related to the particular question asked in the paper. Some candidates also seem to have attempted to increase their word count by stringing together lists of nouns in a way that added little or nothing to the argument.

**Question 6**

Only a few candidates opted for this topic. The essays produced were generally well written with a range of interesting ideas.

**Papers 8668/04 and 9680/04**

**Texts**

**General comments**

The paper was well received by most of the candidates as it was comparable in standard with those of recent years. The popularity of the questions seemed to be related to the books read and discussed intensively by the different Centres. Candidates had to answer three out of sixteen questions. Although notes and books were allowed in the examination, Examiners looked for the candidate's ability to manipulate the answer in an effective way without copying large extracts from the relevant book or prepared notes and quotations. Examiners tried to make sure that the vocabulary used in the paper would not cause any unjustified problems to the candidates and that the language involved would be reasonably clear and convey the proper meaning.

Candidates would be well advised to read through their answers when they have completed the questions to make sure they answered *all* the questions (some candidates answered *only two*). Some candidates answered four questions; the three questions with the higher scores were selected for the total mark.

Candidates should always be encouraged to stick to the word limit. Writing beyond the word limit can often lead to deterioration in the quality of work; on the other hand, writing a synopsis or short answers weaken the work. When marking a question which is over the word limit, Examiners will mark the whole piece. Candidates should be trained, however, to try to keep within the word limit.

In general terms the test results reflect the improving standard of the candidates in the different Centres. The candidates seemed more focused in their answers and in their approach to dealing with the different aspects of the questions. The different Centres should encourage their candidates to read beyond the events of the story and also to try and relate the events to each other.

## Comments on specific questions

### Section 1

#### Question 1

- (a)(b) This was one of the least tackled questions. Candidates who answered this question showed full knowledge of the different characters and their role in creating the events of the story. Strong candidates tried to analyse the events, but the weaker ones copied a few extracts from the book without showing any understanding of the text.

#### Question 2

- (a) This question is a very straightforward one. Candidates were asked to read a selected verse from a poem by Illiya Abu Madi and then answer questions to show their understanding. Candidates who answered the question found it difficult to draw the full picture reflected in the poem and therefore could not supply reinforcement from other poems they have read. This put them in the lower band rather than the higher one.
- (b) Candidates used part (a) as a springboard to answer the question. Candidates were able to write more effectively about the political issues that prevailed during that era but, unfortunately, some failed to relate it to the poet's ideas and beliefs and also were not able to quote any other poems.

#### Question 3

- (a) The very few candidates who answered this question were the stronger ones. They were able to explain the poem with all the pictures involved. They were also able to analyse the poem and relate it to the poet's personality and life.
- (b) The very few candidates who answered this question showed some understanding of the political issues that affected the poet's life and poems. Most candidates had trouble with quoting poems and referring to specific situations in the poet's life and dealings with other people.

#### Question 4

- (a) Most candidates who answered this question seemed to write in general terms about Taha Hussein rather than about the "Educators" who tried to help him when he was in Egypt. In attempting this part of the question, most candidates actually answered (b) which is more about Taha Hussein's life. Thus, the candidates did not gain a lot of marks.
- (b) This question was the most popular question among the candidates. Some of the weaker candidates tried their luck by randomly copying paragraphs from the text or from notebooks, thus failing to score high marks on most occasions. Stronger candidates showed the ability to write about the different incidents that affected Taha Hussein that allowed him to rise in education and social status.

### Section 2

#### Question 5

- (a) This question was the most popular and seemed the easiest as the candidates had to relate some of the morals that prevailed in the Egyptian society to the incidents of the story. Unfortunately, many candidates summarised the story without referring to the initial question of how the morals are reflected in the incidents discussed. Candidates showed little attempt to analyse and discuss.
- (b) Very few answered this question. The weaker candidates wrote very little and irrelevant material in so doing they nearly scored nothing. Stronger candidates showed some understanding of the story and the political issues behind it. They were able to explain in general terms how a person can be a prisoner in a free country whereas he is a free man in an imprisoned country. Most candidates seemed to have a very superficial knowledge of the plot and the characters and that is why they wrote in general terms.

**Question 6**

- (a)(b) Very few candidates chose this question. Candidates who did choose this question wrote very little and were not able to develop the points.

**Question 7**

- (a) This question was answered by very few candidates. The question seemed to be heavy going in terms of the issues discussed in the book. Candidates found it difficult to get a good grasp of the places and incidents discussed in the book. The candidates were unable to quote the events that led to the main events of the story.
- (b) This question required some analysis of the main character's views and the strange situations he was in. The very few candidates who answered this question tried to see and analyse the events but were unable to understand and analyse clearly the character behind these events.

**Question 8**

- (a) This was one of the most popular questions. Candidates were required to give examples from the story about the writer's thoughts and criticism of the Egyptian society. Some candidates copied passages from the book without attempting to analyse or show the significance of the events that were mentioned. They failed to relate the events in the story to the main question of how he criticised the society, and why. The answers were very superficial.
- (b) Most candidates answered this question. Many candidates were able to write about the different characters in the story but did not make it clear how the different characters reflected the problems of the society. Candidates tended to copy from notes or just write memorised passages without any attempt to analyse or relate to the question. This, of course, put them in a lower band of marks as they failed to answer the question in a specific approach.

**Paper 9680/05**

**Prose**

**General comments**

Overall the answers were satisfactory, with some candidates managing to achieve excellent marks. Candidates should pay particular attention to the following:

- correct spelling
- use of transitive verbs taking the genitive case
- providing a contextual meaning for words, rather than a literal translation.

## Comments on specific questions

### Question 1

Common spelling mistakes were as follows:

اليل – نتمنا – أسواء – أسوء -

Common mistakes in the translation of words were as follows:

|            |                   |
|------------|-------------------|
| clash      | مناقشة - هروب     |
| alarm      | الارم             |
| neighbours | الأقرباء – الزائر |
| report     | نص                |

In some cases, candidates provided translations which actually meant the opposite of what was intended, such as “If you can’t bear it any longer” which some candidates translated as:

ولو تستطيع أن نحس أكثر من ذلك.

There were also errors in sentence structure, and in use of the masculine and feminine agreements, such as:

ولو أصبح الأشياء مشكلة.  
سيكون الحياة صعبة  
الأصوات يمنعك

Some candidates demonstrated a weakness in their style of translation, such as: “And if things turn sour between you and your neighbour you may not be able to get away from the problem”

حرباً بين جار أن يغير الحياة إلى المشكلة وإذا التفت الأشياء المعكسة بينك وبين جارك تستطيع ألا تقدر الأنظرات من المشكلة.

Other grammatical errors were as follows:

و إذا الأشياء بين أنت وجارك ليس جيد  
اتصل إلى الشرطة ( الصواب : بالشرطة )  
لا بكثير مدى ( الصواب: مدى كثير أو كبير أو بعيد )  
حسن سعيد ( الصواب : حظاً سعيداً )

Examiners were looking for translations such as the following excellent examples provided by some candidates:

ستحتاج إلى أن تثبت أن الضوضاء تمنعك من الاستمتاع بممتلكاتك أو أنها تجعلك مريضاً. ستحتاج لدليل ( إثبات ) فاحفظ كل شيء في يوميات.  
كثير من إنذارات ( صافرات الإنذار ) البيوت والسيارات تنطلق دون سبب في أي وقت بالنهار أو الليل ...

نتمنى أن تكون المعلومات في الأعلى مفيدة . حظاً سعيداً .